Pearson

SuccessMaker®

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enVision Florida ©2020 Grade 4	Florida Mathematics Standards' Strands/Topics	SuccessMaker Item Description	Item ID
	MAFS.4.G Geometry		
	MAFS.4.G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		
Lesson 16-1 Lesson 15-1 Pick a Project Pick a Project Lesson 16-2 Lesson 16-3 Lesson 16-6	MAFS.4.G.1.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Identify right, acute, and obtuse angles in polygons.	SMMA_LO_00630
		Draw a line segment using a ruler (to 1/4 inch and 0.5 cm).	SMMA_LO_00800
		Identify line segments in three- and four-sided figures.	SMMA_LO_00579
		Identify parallel and perpendicular streets on a map.	SMMA_LO_00619
Lesson 16-2 Lesson 16-3 Lesson 16-6	MAFS.4.G.1.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Identify right, acute, and obtuse angles in polygons.	SMMA_LO_00630
Lesson 16-4 Lesson 16-5	MAFS.4.G.1.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Draw a vertical or horizontal line of symmetry.	SMMA_LO_00608
		Identify the horizontal line of symmetry.	SMMA_LO_00597
		Identify the vertical line of symmetry.	SMMA_LO_00595
	MAFS.4.MD Measurement and Data		
	MAFS.4.MD.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		
Lesson 10-4 Lesson 12-5 Lesson 13-1 Lesson 12-6 Lesson 13-2 Lesson 13-3 Lesson 13-4 Lesson 13-7 Lesson 10-5 Lesson 12-2 Lesson 12-3	MAFS.4.MD.1.2 Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models. (Computational fluency with fractions and decimals is not the goal for students at this grade level.)	Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279
		Estimate the distance by rounding (d = rt).	SMMA_LO_01606
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278
		Estimate the total cost of four items by rounding to the nearest dollar (sums to $15.00).	SMMA_LO_01591
		Estimate the difference by rounding to the nearest dollar (minuends $5.00 to $20.00, subtrahends $3.00 to $15.00).	SMMA_LO_01669
Lesson 13-6 Lesson 13-7 Lesson 4-7 Lesson 16-6	MAFS.4.MD.1.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. Example: For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	Find the perimeter of a polygon (decimal numbers, metric units).	SMMA_LO_00805
	MAFS.4.MD.2 Represent and interpret data.		

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Lesson 11-1 Lesson 11-2 Lesson 11-3 Lesson 11-4	MAFS.4.MD.2.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. Example: For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	Identify all the towns with temperatures below 32 degrees Fahrenheit on a weather map.	SMMA_LO_01311
		Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify the most frequent value (mode) using a line plot.	SMMA_LO_01164
		Add fractions with like denominators (no simplifying).	SMMA_LO_01709
		Predict the effect of changing temperatures on the weather.	SMMA_LO_01312
		Graph and interpret rainfall data in a chart.	SMMA_LO_01328
		Using models, add fractions, no simplifying (like denominators, thirds to eighths).	SMMA_LO_00441
		Determine addition expressions that are equivalent to a given fraction.	SMMA_LO_02146
	MAFS.4.MD.3 Geometric measurement: understand concepts of angle and measure angles.		
Lesson 15-4 Lesson 15-6	MAFS.4.MD.3.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Use a protractor to measure an angle.	SMMA_LO_00631
		Select the appropriate protractor to measure an angle.	SMMA_LO_00644
Lesson 15-5 Lesson 15-6	MAFS.4.MD.3.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.		
	MAFS.4.NF Number and Operations-Fractions		
	MAFS.4.NF.1 Extend understanding of fraction equivalence and ordering.		
Lesson 8-1 Lesson 8-2 Lesson 8-3 Lesson 8-4 Lesson 8-7 Lesson 8-6 Lesson 11-2 Lesson 15-2	MAFS.4.NF.1.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify the fraction that is greater than a given fraction (unlike denominators, halves to eighths).	SMMA_LO_00437
		Using models, find equivalent fractions (halves to twelfths).	SMMA_LO_00433
		Using models, compare fractions (unlike denominators, halves to sixteenths).	SMMA_LO_00436
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	SMMA_LO_00435
		Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443
		Identify two equivalent fractions for 1/2.	SMMA_LO_01708
		Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	SMMA_LO_00442

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		Using models, compare fractions (unlike denominators, halves to eighths).	SMMA_LO_00438
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	SMMA_LO_02016
		Using models, add fractions, no simplifying (like denominators, thirds to eighths).	SMMA_LO_00441
		Using a model, rewrite a mixed number as a fraction (halves to eighths).	SMMA_LO_00446
		Determine addition expressions that are equivalent to a given fraction.	SMMA_LO_02146
		Use a model to compare two fractions (halves to eighths, unlike denominators).	SMMA_LO_00429
Lesson 8-5 Lesson 8-6 Lesson 8-7 Lesson 11-1 Lesson 11-2	MAFS.4.NF.1.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Compare fractions to 1 on the number line (halves to eighths).	SMMA_LO_00432
	MAFS.4.NF.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.		
Lesson 9-1 Lesson 9-4 Lesson 9-10 Lesson 9-6 Lesson 9-7 Lesson 10-4 Lesson 10-5 Lesson 11-1 Lesson 11-2 Lesson 11-3 Lesson 13-1 Lesson 13-2 Lesson 13-3	MAFS.4.NF.2.3.d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		Identify the fraction that is greater than a given fraction (unlike denominators, halves to eighths).	SMMA_LO_00437
		Use a model to represents a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Using models, find equivalent fractions (halves to twelfths).	SMMA_LO_00433
		Using models, compare fractions (unlike denominators, halves to sixteenths).	SMMA_LO_00436
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	SMMA_LO_00435

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		Add fractions with like denominators (no simplifying).	SMMA_LO_01709
		Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443
		Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	SMMA_LO_00442
		Using models, compare fractions (unlike denominators, halves to eighths).	SMMA_LO_00438
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	SMMA_LO_02016
		Using models, add fractions, no simplifying (like denominators, thirds to eighths).	SMMA_LO_00441
		Using a model, rewrite a mixed number as a fraction (halves to eighths).	SMMA_LO_00446
		Use a model to compare two fractions (halves to eighths, unlike denominators).	SMMA_LO_00429
Lesson 10-1 Lesson 10-5 Lesson 10-2 Lesson 10-3 Lesson 13-1 Lesson 13-2 Lesson 13-3 Lesson 13-7	MAFS.4.NF.2.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Use fraction models to rewrite the product of a whole number and a fraction as the product of a whole number and a unit fraction. Then, find the product.	SMMA_LO_02006
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
Lesson 10-2 Lesson 10-3	MAFS.4.NF.2.4.b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. Example: For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	Use fraction models to rewrite the product of a whole number and a fraction as the product of a whole number and a unit fraction. Then, find the product.	SMMA_LO_02006
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
Lesson 10-5 Lesson 10-2 Lesson 10-3 Lesson 13-1 Lesson 13-2 Lesson 13-3 Lesson 13-7	MAFS.4.NF.2.4.c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. Example: For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		Use fraction models to rewrite the product of a whole number and a fraction as the product of a whole number and a unit fraction. Then, find the product.	SMMA_LO_02006
		Identify the fraction that is greater than a given fraction (unlike denominators, halves to eighths).	SMMA_LO_00437
		Use a model to represents a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286

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		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Using models, find equivalent fractions (halves to twelfths).	SMMA_LO_00433
		Using models, compare fractions (unlike denominators, halves to sixteenths).	SMMA_LO_00436
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	SMMA_LO_00435
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592
		Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443
		Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	SMMA_LO_00442
		Using models, compare fractions (unlike denominators, halves to eighths).	SMMA_LO_00438
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	SMMA_LO_02016
		Using models, add fractions, no simplifying (like denominators, thirds to eighths).	SMMA_LO_00441
		Using a model, rewrite a mixed number as a fraction (halves to eighths).	SMMA_LO_00446
		Use a model to compare two fractions (halves to eighths, unlike denominators).	SMMA_LO_00429
	MAFS.4.NF.3 Understand decimal notation for fractions, and compare decimal fractions.		
Lesson 12-4	MAFS.4.NF.3.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. Example: For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	Express a fraction with denominator 10 as an equivalent fraction with denominator 100. Then, add that fraction to another fraction with denominator 100.	SMMA_LO_02007
Lesson 12-3 Lesson 12-6 Lesson 13-4	MAFS.4.NF.3.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	Compare two decimal numbers (10.01 to 99.99).	SMMA_LO_00216
		Compare decimals (to hundredths) to benchmark fractions.	SMMA_LO_00209
		Compare decimal numbers (0.1 to 9.9).	SMMA_LO_00191
	MAFS.4.NBT Number and Operations in Base Ten		
	MAFS.4.NBT.1 Generalize place value understanding for multi-digit whole numbers.		
Lesson 1-1 Lesson 1-3 Lesson 1-5	MAFS.4.NBT.1.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Identify a number that is one or two greater than or less than a five- or six-digit number.	SMMA_LO_01072
		Compare two whole numbers (three to seven-digit numbers).	SMMA_LO_01711
		Identify the number when given the word name (10,000 to 999,999).	SMMA_LO_01076

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		Enter the number for a word name (1000 to 9999).	SMMA_LO_01065
		Identify a word name for a four-, five- or six-digit numbers.	SMMA_LO_01043
		Compare numbers (1,000 to 9,999).	SMMA_LO_01039
Lesson 1-4 Lesson 1-5	MAFS.4.NBT.1.3 Use place value understanding to round multi-digit whole numbers to any place.	Round four- to five-digit numbers in context (to the nearest thousand).	SMMA_LO_01106
		Round a three- to five-digit number to the nearest hundred.	SMMA_LO_01081
	MAFS.4.NBT.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.		
Lesson 3-1 Lesson 3-3 Lesson 3-4 Lesson 3-5 Lesson 3-6 Lesson 4-1 Lesson 4-2 Lesson 4-4 Lesson 4-5 Lesson 4-6 Lesson 4-7 Lesson 6-6 Lesson 7-1 Lesson 14-2	MAFS.4.NBT.2.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Multiply a two-digit number by a one-digit number (student choice, products 10 x 6 to 15 x 9).	SMMA_LO_00874
		Multiply a 1-digit number by a 2-digit number (products 12 x 6 to 19 x 9).	SMMA_LO_00896
		Multiply a two-digit number by a one-digit number (student choice, products 21 x 2 to 99 x 9).	SMMA_LO_00880
		Use partial sums and arrays to solve a two-digit by a one-digit multiplication problem.	SMMA_LO_01716
		Multiply a one-digit number by a two-digit number (products 2 x 12 to 9 x 12).	SMMA_LO_00875
		Multiply a 1-digit number by a 2-digit number (products 13 x 1 to 19 x 5).	SMMA_LO_00894
		Multiply a two-digit number by a one-digit number (student choice, products 10 x 2 to 15 x 5).	SMMA_LO_00870
		Solve a multiplication problem in context (one-, two-, and three-digit factors).	SMMA_LO_01604
		Multiply a two-digit number by a one-digit number (student choice, products 16 x 2 to 19 x 5).	SMMA_LO_00872
		Multiply a two-digit number by a one-digit number (products 10 x 2 to 12 x 12).	SMMA_LO_00871
		Multiply a two-digit number by a one-digit number (student choice, vertical, products 10 x 1 to 12 x 4).	SMMA_LO_00869
		Identify equivalent arrays with different factors.	SMMA_LO_01715
		Multiply a two-digit number by a one-digit number (student choice, products 16 x 6 to 19 x 9).	SMMA_LO_00876

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Lesson 5-1 Lesson 5-3 Lesson 5-4 Lesson 5-5 Lesson 5-6 Lesson 5-7 Lesson 5-8 Lesson 5-9 Lesson 5-10 Lesson 6-2 Lesson 6-3 Lesson 6-6 Lesson 14-2 Lesson 14-3	MAFS.4.NBT.2.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Divide using the long division algorithm (one-digit divisor, remainder).	SMMA_LO_00292
		Divide using the long division algorithm (one-digit divisor, no remainder).	SMMA_LO_00290
		Divide using the long division algorithm (one-digit divisor, no remainder).	SMMA_LO_00294
		Identify equivalent arrays with different factors.	SMMA_LO_01715
	MAFS.4.OA Operations and Algebraic Thinking		
	MAFS.4.OA.1 Use the four operations with whole numbers to solve problems.		
Lesson 6-2 Lesson 6-1	MAFS.4.OA.1.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Interpret a multiplication equation by writing a comparison statement.	SMMA_LO_02025
		Use a model to represents a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Translate a verbal statement of a multiplicative comparison into a multiplication equation.	SMMA_LO_02008
Lesson 6-1 Lesson 6-6 Lesson 6-2 Lesson 6-3 Lesson 3-2	MAFS.4.OA.1.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		Use a model to represents a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
Lesson 2-2 Lesson 2-8 Lesson 3-2 Lesson 3-7 Lesson 3-8 Lesson 4-3 Lesson 5-2 Lesson 5-10 Lesson 6-3 Lesson 13-1 Lesson 13-2 Lesson 13-7 Lesson 14-3 Lesson 15-6	MAFS.4.OA.1.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279

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		Identify the expression that gives the best estimate for an addition or subtraction problem in context (two-digit numbers).	SMMA_LO_01566
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278
		Identify the best estimate for a sum using data in a table (three- and four-digit addends).	SMMA_LO_01620
	MAFS.4.OA.2 Gain familiarity with factors and multiples.		
Lesson 7-1 Lesson 7-2 Lesson 7-3 Lesson 7-5 Lesson 7-4	MAFS.4.OA.2.4 Investigate factors and multiples.	Identify sets of prime and composite numbers.	SMMA_LO_01119
		Identify numbers that are multiples of a given number.	SMMA_LO_01069
Lesson 7-1 Lesson 7-2 Lesson 7-3 Lesson 8-4	MAFS.4.OA.2.4.a Find all factor pairs for a whole number in the range 1–100.	Find the factors of a number and determine if the number is prime or composite (3 to 30).	SMMA_LO_01073
		Identify the number that is divisible by a given factor (numbers 2 to 81, factors 2 to 9).	SMMA_LO_01066
		Determine three factors of a given number.	SMMA_LO_01107
		Identify sets of prime and composite numbers.	SMMA_LO_01119
		Identify numbers that are multiples of a given number.	SMMA_LO_01069
		Identify the complete set of factors for a number (2 to 25).	SMMA_LO_01071
Lesson 7-5 Lesson 14-1 Lesson 14-2	MAFS.4.OA.2.4.b Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.	Identify numbers that are multiples of a given number.	SMMA_LO_01069
Lesson 7-4	MAFS.4.OA.2.4.c Determine whether a given whole number in the range 1–100 is prime or composite.	Identify sets of prime and composite numbers.	SMMA_LO_01119
	MAFS.4.OA.3 Generate and analyze patterns.		
Lesson 14-1 Lesson 14-2 Lesson 14-3 Lesson 14-4 Lesson 16-2	MAFS.4.OA.3.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Example: For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	Identify the multiplication or division rule of the function.	SMMA_LO_01684
		Identify the addition or subtraction rule of the function.	SMMA_LO_01682